

**Department of Modern Languages and Literatures
Graduate Bulletin
Spring 2024**

**Course offerings in Arabic, Chinese, French, German, Haitian Kreyòl,
Hebrew, Italian, Modern Languages and Literatures, Portuguese, and
Spanish**

For more information, please contact course instructors or Dr. Gema Pérez-Sánchez, Director of Graduate Studies (gema@miami.edu).

ARABIC

Language/culture courses (zero credits; consult Canelink for schedules)

ARB 641	Elementary Arabic I for Graduate Students
ARB 642	Elementary Arabic II for Graduate Students
ARB 651	Intermediate Arabic I for Graduate Research
ARB 652	Intermediate Arabic II for Graduate Research
ARB 654	Advanced Arabic I for Graduate Research
ARB 658	Advanced Arabic II for Graduate Research

CHINESE

Language/culture courses (zero credits; consult Canelink for schedules)

CHI 641	Elementary Chinese I for Graduate Students
CHI 642	Elementary Chinese II for Graduate Students
CHI 651	Intermediate Chinese I for Graduate Research
CHI 652	Intermediate Chinese II for Graduate Research
CHI 654	Advanced Chinese for Graduate Research

FRENCH

Language/culture courses (zero credits; consult Canelink for schedules)

FRE 641	Elementary French I for Graduate Students
FRE 642	Elementary French II for Graduate Students
FRE 645	Accelerated Elementary French for Graduate Students
FRE 651	Intermediate French I for Graduate Research
FRE 652	Intermediate French II for Graduate Research
FRE 653	Advanced French I for Graduate Research

Graduate Seminar (Three credits)

FRE 721/ MLL 703/ SPA 721 Topics in Critical Studies of Language

IDEOLOGIES OF LANGUAGE

Dr. Andrew Lynch

Mondays, 5:05 – 7:50 p.m.

In this seminar we will examine the ways in which language is imagined, constructed, and represented in contemporary times through the conceptual lens of “language ideologies,” i.e., “cultural systems of ideas about social and linguistic relationships, together with their loading of moral and political interests” (Judith Irvine, 1989). After making some philosophical and theoretical considerations of the concepts of “language” and “ideology,” we will analyze the central place that language ideologies occupy in some of today’s most contentious societal and cultural issues, highlighting questions of identity, community, nationness, institutionality, political authority and cultural authenticity, orality/literacy, and globality/locality. Readings include philosophical and theoretical treatises, sociolinguistic and educational studies, and cultural and literary commentaries. Our focus will be primarily on Spanish-speaking and Francophone societies, but some attention will be given to Anglophone, Arab, Lusophone, and Caribbean Creole settings as well. The seminar has four main objectives: 1) to expand students’ general knowledge of theory and research relevant to constructs of “language”; 2) to develop students’ awareness of the language ideological dimensions of diverse cultural, social and political debates; 3) to help students gain some understanding of theoretical proposals and methodological approaches in language ideological inquiry; and 4) to stimulate thinking about the role of “language” in sociolinguistic, literary, cultural, and educational studies from critical discourse perspectives. *This course fulfills credits for the SLAT Certificate in MLL.*

Course evaluation

Contribution to course discussions 15%; Critical presentation of assigned readings 15%; Response papers (three, 4-6 pages each) 30%; Final research paper (20-25 pages) 40%.

GERMAN

Language/culture courses (zero credits; consult Canelink for schedules)

GER 641	Elementary German I for Graduate Students
GER 642	Elementary German II for Graduate Students
GER 651	Intermediate German I for Graduate Research
GER 652	Intermediate German II for Graduate Research

HAITIAN KREYÒL

Language/culture courses (zero credits; consult Canelink for schedules)

HAI 642 Elementary Haitian Kreyòl II for Graduate Students
HAI 652 Intermediate Haitian Kreyòl for Graduate Research

HEBREW

Language/culture courses (zero credits; consult Canelink for schedules)

HEB 642 Elementary Hebrew II for Graduate Students
HEB 652 Intermediate Hebrew for Graduate Research

ITALIAN

Language/culture courses (zero credits; consult Canelink for schedules)

ITA 641 Elementary Italian I for Graduate Students
ITA 642 Elementary Italian II for Graduate Students
ITA 651 Intermediate Italian I for Graduate Research
ITA 652 Intermediate Italian II for Graduate Research

MODERN LANGUAGES AND LITERATURES

Graduate seminars (Three credits)

MLL 701 INTRODUCTION TO SECOND LANGUAGE TEACHING: THEORY AND PRACTICE

Dr. Ager Gondra Astigarraga

Tuesdays, 2-4:45 p.m.

This course will bring the theory and practice of second language teaching together, as teaching is necessarily based on a theoretical foundation and theory is directly impacted by the realities of the classroom. In this seminar students will: 1) discuss current theories of linguistics and second language acquisition; 2) learn about different second language teaching methods, particularly communicative language teaching (CLT) and task-based language teaching (TBLT); 3) acquire reflective experience in second language teaching by engaging in teaching demonstrations and observations; and 4) develop a teaching portfolio.

**MLL 703/ FRE 721/ SPA 721 Topics in Critical Studies of Language
IDEOLOGIES OF LANGUAGE**

Dr. Andrew Lynch

Mondays, 5:05 – 7:50 p.m.

In this seminar we will examine the ways in which language is imagined, constructed, and represented in contemporary times through the conceptual lens of “language ideologies,” i.e., “cultural systems of ideas about social and linguistic relationships, together with their loading of moral and political interests” (Judith Irvine, 1989). After making some philosophical and theoretical considerations of the concepts of “language” and “ideology,” we will analyze the central place that language ideologies occupy in some of today’s most contentious societal and cultural issues, highlighting questions of identity, community, nationness, institutionality, political authority and cultural authenticity, orality/literacy, and globality/locality. Readings include philosophical and theoretical treatises, sociolinguistic and educational studies, and cultural and literary commentaries. Our focus will be primarily on Spanish-speaking and Francophone societies, but some attention will be given to Anglophone, Arab, Lusophone, and Caribbean Creole settings as well. The seminar has four main objectives: 1) to expand students’ general knowledge of theory and research relevant to constructs of “language”; 2) to develop students’ awareness of the language ideological dimensions of diverse cultural, social and political debates; 3) to help students gain some understanding of theoretical proposals and methodological approaches in language ideological inquiry; and 4) to stimulate thinking about the role of “language” in sociolinguistic, literary, cultural, and educational studies from critical discourse perspectives. *This course fulfills credits for the SLAT Certificate in MLL.*

Course evaluation

Contribution to course discussions 15%; Critical presentation of assigned readings 15%; Response papers (three, 4-6 pages each) 30%; Final research paper (20-25 pages) 40%.

MLL 733/ SPA 733 Topics in Colonial Literature

**THE STRUGGLE FOR REPRESENTATION: WRITING INDIGENOUS PEOPLES
DURING THE SPANISH AMERICAN COLONIAL PERIOD.**

Dr. Viviana Díaz Balsera

Wednesdays: 5:05-7:50 p.m.

In 1492, contact with peoples and lands unknown to Europe opened the early modern global period and its most dramatic chapter. Fraught with conflict, violence and intended and non-intended consequences, the colonization of Indigenous peoples in the Americas by Spain entailed their insertion into a universal Catholic *communitas* and into transatlantic cultural, political and socio-economic circuits. This course will examine textual productions throughout the Spanish-American colonial period in which the peoples especially from Mexico and Peru were narrated, imagined, and contested in their pre-contact past and early global modernity by Spanish, Indigenous, *mestizo* and *criollo* writers. These representation contests were more than literary or rhetorical exercises. The intensely debated distances from and proximities to Christian “civility” and epistemologies of the Indigenous peoples portrayed in these texts were destined to shape the

legitimacy of their claims for autonomy within the Spanish empire.

The course will be taught in Spanish, but students in other language tracks or departments may read the texts (whenever translations are available) and write their papers in English. Depending on student interests, final paper topics may be comparative, bringing in regions in the Americas colonized by early modern European powers other than Spain. Some of the texts that will be examined in the course include:

Alvarado Tezozómoc, Hernando. *Crónica Mexicana*
Arriaga, P. José de. *Extirpación de idolatrías en el Perú*
Garcilaso de la Vega, el Inca. *Comentarios reales*
Guaman Poma de Ayala, Felipe. *Primera coronica y buen gobierno*
Las Casas, Bartolomé de. *Apologética Historia Sumaria*
Pané, Ramón. *Relación acerca de las antigüedades de los indios*
Popul Vuh – Libro de los Consejos de los Maya K'iche'
Ruiz de Alarcón, Juan. *Tratado de supersticiones y costumbres gentílicas que hoy viven entre los indios naturales desta Nueva España*
Sahagún, Bernardino de, Antonio Valeriano, Andrés Leonardo, Martín Jacobita and Andrés Leonardo. *Florentine Codex*
Santa Cruz Pachacuti Yamqui Salcamygua, Joan de. *Relación de antigüedades deste reyno del Peru*

PORTUGUESE

POR 642 Elementary Portuguese II for Graduate Students
POR 645 Accelerated Elementary Portuguese for Graduate Students
POR 651 Intermediate Portuguese I for Graduate Research
POR 652 Intermediate Portuguese II for Graduate Research

Graduate seminar (Three credits)

POR 691 Topics in Luso-Brazilian Studies
“O BRASIL NÃO É PRA PRINCIPIANTES” : BRAZILIAN SOCIAL THOUGHT AND CULTURAL PRODUCTION IN A GLOBAL CONTEXT

Dr. Tracy Devine Guzmán & Dr. Gabriel Das Chagas

Tuesdays and Thursdays, 9:30-10:45

This course explores a popular idea, articulated most famously by the iconic composer and musician, Antônio Carlos “Tom” Jobim (1927-1994), that Brazil is “not for beginners.” While Jobim’s witticism dates to the second half of the twentieth century, the widespread notion of Brazilian exceptionalism is much older, invoking the country’s early colonial experiences; its brief role as home to the Portuguese Crown (1808-1822); and its distinctive process of achieving independence as an Empire (1822) before becoming a Republic (1889).

Since the late-nineteenth century, intellectual tradition and popular culture alike have likewise propagated and appealed to the idea that Brazil is distinctive among its regional neighbors. For reasons ranging from the country's continental size, to its Lusophone roots and the role of Portuguese as a dominant language, to its romanticized, ethno-racial formation as a "democratic" amalgam of miscegenated peoples, some of Brazil's most influential thinkers and cultural producers have posited their homeland in terms of difference. Over the semester, we will study literature, historiography, politics, social media, film, and music to consider several proponents of such claims (alongside many of their antagonists) to ask how the notion of "exceptionalism" has informed Brazil's role in the Americas and beyond.

This course will be conducted entirely in Portuguese, with course materials in Portuguese (and occasionally in English). Please contact the instructors for questions.

SPANISH

Language/culture courses (zero credits; consult Canelink for schedules)

SPA 641	Elementary Spanish I for Graduate Students
SPA 642	Elementary Spanish II for Graduate Students
SPA 645	Accelerated Elementary Spanish for Graduate Students
SPA 647	Basic Spanish for Graduate Heritage Learners
SPA 651	Intermediate Spanish I for Graduate Research
SPA 652	Intermediate Spanish II for Graduate Research
SPA 653	Advanced Spanish I for Graduate Research
SPA 657	Intermediate Spanish for Graduate Heritage Learners
SPA 658	Advanced Spanish for Graduate Heritage Learners

Graduate seminars (Three credits)

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Guaman Poma de Ayala, Felipe. *Primera coronica y buen gobierno*

Las Casas, Bartolomé de. *Apologética Historia Sumaria*

Pané, Ramón. *Relación acerca de las antigüedades de los indios*

Popul Vuh – Libro de los Consejos de los Maya K'iche'

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Sahagún, Bernardino de, Antonio Valeriano, Andrés Leonardo, Martín Jacobita and Andrés
Leonardo. *Florentine Codex*
Santa Cruz Pachacuti Yamqui Salcamygua, Joan de. *Relación de antigüedades deste reyno del
Peru*